

History B (Modern World)

General Certificate of Secondary Education **GCSE 1937**

General Certificate of Secondary Education (Short Course) **GCSE 1037**

Mark Schemes on the Components

June 2009

1937/1037/MS/R/09

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Application of the Mark Scheme

1. Use of the Mark Scheme

- 1.1 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.
- 1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4 Be consistent from script to script and from batch to batch.
- 1.5 Indicate that all answers have been seen.
- 1.6 Do not transfer marks from one part of a question to another.
- 1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8 The mark scheme primarily aims to reward conceptual understanding and the demonstration of evidence handling skills. Contextual knowledge, is of course important in so far as it enables candidates to demonstrate their understanding of concepts and their source evaluation skills. **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.9 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

- 2.1 All marking should be in red.
- 2.2 The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, eg. L3/5.
- 2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4 The total mark for each question should be transferred to the front page of the script. The marks for all the questions should be totalled and indicated.

- 2.5 Where necessary for clarification written comments should be used. These should relate to the Mark Scheme. When writing comments it is important to remember that scripts may be returned to a Centre.

3. Before the standardisation meeting

- 3.1 You must mark, in pencil a selection of at least ten scripts.
3.2 The scripts should be drawn from several Centres.
3.3 The marked scripts should be brought to the standardisation meeting.

4. Handling unexpected answers

- 4.1 The standardisation meeting will include discussion of the range of acceptable responses.
4.2 Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

1037/01 (Short Course) Paper 1

SECTION A

QUESTION 1

1(a) Study Source A.

How far does this source explain why there was an increasing threat of war in Europe in the period 1936-39? Use details of the source and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Unsupported assertions/surface features of source **1**

eg. 'Spending was increasing in both Britain and Germany.'
'Spending on armaments in Britain rose in 1939.'

Level 2 Simplistic interpretation of what the source tells us – no context **2**

eg. 'It does tell us that more aircraft were being built in both Germany and Britain in 1939 than in the previous three years.'

Level 3 Accepts source as being a full explanation – explains what the sources tells us **2-3**

eg. 'Both Britain and Germany had increased their spending on aircraft, particularly Britain in 1939. This suggests war was imminent. Aircraft were generally seen as the most important weapon. It was assumed bombing raids on cities were virtually impossible to stop.'

Level 4 Identifies other factors to explain increasing threat of war **3-4**

eg. 'Hitler had re-introduced conscription.'
'The League of Nations was failing.'
'Britain was using appeasement.'
'Hitler's foreign policy.'

Level 5 Contextual knowledge used to explain other factors **5**

eg. 'Britain feared war but was not ready. Chamberlain used appeasement to try to delay the inevitable. He did this by giving Hitler what he wanted. An example of this was at Munich.'

Level 6 Answers that combine both Level 3 and Level 5 **6**

Level 7 Answers that build on Level 6 by considering 'how far' **7**

1(b) Study Source B.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only**1-2**

eg. 'Chamberlain is flying to Germany.'
'Chamberlain is carrying an olive branch.'
'There is still hope.'

Level 2 Interpretation only**2**

eg. 'War clouds are gathering.'

Level 3 Identifies the main message**3**

eg. 'The main message of the cartoon is that Chamberlain can still save us from war. War is a serious threat but not inevitable.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge**4-5**

eg. 'The main message of the cartoon is that Chamberlain can still save us from war. War is a serious threat but not inevitable. Chamberlain is shown flying to Germany to see if he can deal with the imminent threat of war. The fact that there is still hope is linked to Chamberlain being shown with angel wings and carrying an olive branch.'

OR

eg. 'The main message of the cartoon is that Chamberlain can still save us from war. War is a serious threat but not inevitable. In September 1938 Chamberlain flew to Munich, Germany to try and solve the problem over Hitler wanting Czechoslovakia. He is going to try and appease Hitler. He is still hoping for peace.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge**6-7**

Both sides of Level 3.

1(c) Study Sources C and D.

How far do these two sources agree about Munich? Use the sources and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Answers based on simple evaluation/provenance/paraphrases on source 1-2

eg. 'Whilst both are about Munich, they are different because they are from different time periods.'

Level 2 Summary/paraphrase both sources – no comparison made 3-4

eg. 'Source C talks about Munich being a total defeat that will not end then. Source D sees Munich as a solution to the problem.'

Level 3 Comparison of sources for agreement OR disagreement – uses source AND/OR contextual knowledge 5-6

eg. 'Source C says that Munich was a total defeat and because of that countries in Europe with became part of the Nazi system. Source D supports that view by stating that Britain and France had abandoned Czechoslovakia to the Nazis.'

'Source D goes on to suggest that the Nazis were being pushed towards Russia. In Source C it suggests this could be part of the Nazi policy. Hitler's aims included getting rid of Communism and also lebensraum.'

OR

'Source C indicates that this surrender to Nazi policies is not only a total defeat but that there is more to come. Compared to this, Source D indicates Munich was a victory for appeasement.'

Level 4 Comparison of Sources for agreement AND disagreement 7

Both sides of Level 3.

Level 5 Considers 'how far' 8

1(d) Study Source E.

Are you surprised this cartoon was published in 1939? Use the source and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Answers that describe the cartoon or express surprise because of its surface features

1

eg. 'I am surprised by the source as it is odd seeing two men with their legs tied together.'

Level 2 Surprised – general claims about how the two hated each other

2

eg. 'I am surprised as Hitler and Stalin did not trust/hated each other and yet they are shown close together.'

Level 3 Interprets cartoon (no context)

3-4

eg. 'Yes I am surprised it was published because Hitler and Stalin did not trust each other and yet they are shown with their arms around each other. Their closeness is also shown by their legs being tied together. This lack of trust is shown by the caption which says 'Someone is taking someone for a walk'. Whilst the cartoon indicates them being together by showing their legs being tied together and their arms around each other's shoulders.'

Level 4 Uses contextual knowledge to express surprise/not surprised – does not relate to Nazi-Soviet Pact

5

eg. 'No I am not surprised this cartoon was published as Hitler had in Mein Kampf and in his foreign policy stated his desire for land in the East and the cartoon shows him marching towards the 'Eastern Frontier' and Russian industry.'

Level 5 Not surprised – relates to Nazi-Soviet Pact and uses contextual knowledge

6-7

eg. 'No I am not surprised that this cartoon was published. Hitler and Stalin signed the Nazi-Soviet Pact. Stalin feared being attacked by the Nazis as Britain's policy of appeasement was pushing Hitler towards the East. Hitler did not want to fight on two fronts but wanted Poland. Stalin wanted his share in Poland and they both came to an informal agreement and are thus shown as being joined together at their feet and with their arms around each other. As it was an uneasy agreement they are both shown holding guns'

Level 6 Level 5 + why it was published in 1939

8

eg. 'I am not surprised this cartoon was published in 1939 as it was in August that year the Nazi-Soviet Pact was signed.'

1(e) Study all the sources.

‘Chamberlain was right to follow a policy of appeasement.’ How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO1, AO2 and AO3

Level 1 Answers appeasement – no valid source use **1-2**

eg. ‘He was right to follow appeasement as it gave time to rearm.’

Level 2 Uses sources to support OR reject the interpretation **3-5**

Level 3 Uses sources to support AND reject the interpretation **6-8**

Supports the view that Chamberlain was right to follow appeasement.

Source A indicates that the policy has been partly successful as war has been avoided for three years.

Source B identifies that there is still the chance to avoid war. This is shown by Chamberlain carrying the olive branch going to Munich to appease Hitler.

Source D gives the view that appeasement was right and that it has given victory for common sense.

Disagrees with the view - Chamberlain was wrong to follow appeasement.

Source A indicates that over the years of appeasement it is not working as war appears to be increasingly likely as aircraft production is increasing rapidly.

Source C states that because of appeasement Hitler has now got the upper hand and is threatening more of Europe.

Source D says there were a number of views about appeasement and that it could be considered that it wrongly led to the abandonment of Czechoslovakia or that it was forcing Hitler towards Russia and the consequences that would have.

Source E suggests that because of Britain and France dithering and not dealing with Hitler, Stalin has taken the opportunity to give himself some short-term security.

Notes:

- Up to two bonus marks to be used for any evaluation of sources. This to be shown as +1 or +2.
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **A** in the margin for each source used to support the interpretation and **D** for each source used to reject the interpretation.
- Candidates must explain how the sources support or reject the interpretation.

QUESTION 2**2(a) Study Source A.**

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only**1-2**

eg. 'The cartoon shows people with weapons.'
'US get out.'

Level 2 interpretation only**2**

eg. 'The US is not liked as it is Imperialist.'

Level 3 Identifies the main message**3**

eg. 'The main message of the cartoon is that US control is not wanted. The US cannot win as all, including women, will resist.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge**4-5**

eg. 'The main message of the cartoon is that US control is not wanted by the Vietcong. The US cannot win as all, including women, will resist. If they don't, the resistance from the Vietcong will be significant. The Vietcong are armed with guns and all will fight.'

OR

eg. 'The main message of the cartoon is that US control is not wanted by the Vietcong. The US cannot win as the people will resist. China did not like the US attitude towards Communism which was related to the domino theory. China was supporting the Vietcong by supplying weapons through a supply trail.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge**6-7**

Both sides of Level 3.

2(b) Study Source B.

**How far can you believe what this source says about soldiers' attitudes towards the war?
Use the source and your knowledge to explain your answer.**

Target: AO1, AO2.

Level 1 Answers based on provenance/believable unexplained/describes Vietnam War**1-2**

eg. 'It is a long time after and memory can play tricks.'
'It's believable as he was in Vietnam.'

Level 2 Assertions based on source content/source provenance**3**

eg. 'I can believe it as the soldiers were under pressure and could not see any progress being made.'

'I cannot believe a senior officer, at war, would be so negative.'

Level 3 Unbelievable based on provenance**4**

eg. 'Whilst he was in Vietnam he might well have started taking drugs or be suffering from post traumatic stress. Others suffered contracted cancer from Agent orange or may have found it difficult to adjust to civilian life. Any of these could affect his judgement and affect his viewpoint of events making his viewpoint unbelievable.'

Level 4 Believable - uses contextual knowledge to explain attitudes towards the war of those in Vietnam**5-6**

eg. 'I can believe the source as many soldiers could not see how they were going to succeed against guerrilla warfare. Soldiers were 'drafted' into Vietnam. They were in unfriendly territory with the wrong equipment and were continually losing colleagues. Morale was low and these comments could well have been made.'

Level 5 Considers 'how far'**7**

2(c) Study Sources C and D.

Is one of these two sources more useful than the other to an historian studying the war in Vietnam? Use the sources and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Sources used for the information contained **1-2**

eg. 'Source C shows Vietcong tactics.'

Source D shows the 'search and destroy' method employed by US troops.'

Level 2 Answers based on provenance/type of source **2-3**

eg. 'Source D is more useful as it is a photograph of what happened. Source C is just a poster.'

'Source C is by the Vietcong and only gives their view.'

Level 3 Source detail compared but without valid comment on usefulness **3**

eg. 'Source C shows the guerrilla warfare used by the Vietcong to defeat US patrols whilst Source D shows how the US attacked and destroyed Vietcong villages.'

Level 4 Considers usefulness of one/both based on message/purpose **4-5**

eg. 'Source C is useful as it was published by the Vietcong to show how they introduced the fear factor and showed that they considered the Americans to be fools to put themselves in such situations.'

'Source D was taken to use as propaganda to boost morale as it was to show the effectiveness of the American policy of 'search and destroy'.'

Level 5 Uses contextual to explain usefulness of ONE source for the study of the impact of warfare **6-7**

eg. 'Source C is useful as it shows how the Vietcong successfully used guerrilla warfare to deal with US troops in the jungle. It shows them hidden from the American patrol. The patrol is going into the trap where they will be destroyed by the unseen enemy.'

OR

'Source D is useful as it shows the military tactics employed by the US to attack villages where they thought the Vietcong were hiding. The attack was carried out by helicopter. This indiscriminate form of attack killed many innocent civilians and shocked many people in America.'

Level 6 Uses contextual knowledge to explain usefulness of BOTH sources for the study of warfare **8**

Both sides of Level 5.

Level 7 Level 6 plus considers 'more useful' **9**

2(d) Study Source E.

Are you surprised by the views expressed in this source? Use the source and your knowledge to explain your answer.

Target: AO1. AO2.

Level 1 Unsupported assertions OR paraphrases/copies source **1**

eg. 'I am surprised as no war can be endless.'

Level 2 Not surprised/surprised – general claims that the media is not supporting the war/troops **2-3**

eg. 'I am not surprised he said this as the media was against the war.'
'Yes I am surprised that American newspapers were not supporting the war.'

Level 3 Not surprised – uses source provenance **4**

eg. 'I am not surprised. The person speaking is a high ranking military person who would seek to justify the continuing role of the military in Vietnam and feel let down by media comment.'

Level 4 Uses contextual knowledge to express not surprised/surprise **5-6**

eg. 'I am not surprised the General should speak in this way about the media as questions were raised in the media about the number of troops in Vietnam and the cost of war – about \$20 billion. The media also highlighted the horror of war including the use of napalm bombs and this turned the people of the USA against the war. I am not surprised that the General thought the military should have received greater support for their actions from the people/media at home.'

OR

'I am surprised that he is claiming that Vietcong suffered a heavy defeat from which it was difficult to recover. In some ways it was a disaster for the Communists but it was a turning point in the war for the US as the attack showed that the Vietcong could strike in the heart of American held territory and this badly affected American military morale. This suggests that if this could happen it was going to be difficult to win.'

Level 5 Both sides of Level 4 **7**

2(e) Study all the sources.

'The USA failed in Vietnam because of their military tactics.' How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO1, AO2 and AO3

Level 1 Answers describe tactics generally – no valid source use **1-2**

eg. 'I agree. They failed because they used the wrong tactics.'

Level 2 Uses sources to support OR reject the interpretation **3-5**

Level 3 Uses sources to support AND reject the interpretation **6-8**

Supports the view – that the US failed because of their military tactics.

Source B that the defeatist attitude of army personnel would not give a victory.

Source C shows that the tactics used were the wrong ones to beat guerrilla warfare.

Source D shows a tactic employed by the US troops. This only caused problems as people at home were horrified with the treatment of villagers.

Disagrees with the view in question – there were reasons other than military.

Source A supports the view that the Vietcong were not going to be defeated. They were well armed and had China's support.

Source C supports this view as the guerrilla tactics of the Viet Cong would overcome US military tactics.

Source D horrified people at home who put pressure on the US government.

Source E suggests that the US failed because they lost support at home. This loss of support was brought about by the way the media reported events.

Notes:

- Up to two bonus marks to be used for any evaluation of sources. This to be shown as +1 or +2.
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **A** in the margin for each source used to support the interpretation and **D** for each source used to reject the interpretation.
- Candidates must explain how the sources support or reject the interpretation.

SECTION B**Question 3****3(a) What military restrictions did the Treaty of Versailles impose on Germany?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail.**4**

eg. 'The army was limited to 100,000 men.'

There was to be no conscription.

'Germany was not allowed tanks, submarines or military aircraft.'

'The Rhineland became a demilitarised zone.'

'The navy could only have six battleships and was limited to 15,000 men.' (2)

3(b) Explain why the 'Big Three' disagreed over how to treat Germany.

Target: AO1

Level 1 General answer lacking specific contextual knowledge**1**

eg. 'They were from different countries with different ideas.'

Level 2 Identifies AND/OR describes why**2-3****(One mark for each)**

eg. 'Wilson wanted to use the Fourteen Points.'

'Clemenceau wanted security'

'The French wanted revenge.'

'Lloyd George wanted to protect British interests.'

Candidates who explain what one of the big three wanted to be placed in this level.

Level 3 Explains why**3-6****(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

eg. 'Wilson had his 'Fourteen Points'. He wanted these to be the basis for peace. At Versailles he was forced to compromise as others were less idealistic. He feared that a harsh peace was storing up trouble for the future.'

On the other hand Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength. The French wanted revenge on Germany for the destruction the war had caused.

Candidates who make no explicit comparison but explain the aims of at least two of the 'Big Three' should be awarded 4 marks

3(c) 'Germany was treated fairly at Versailles.' How far do you agree with this statement? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

eg. 'It was a reasonable attempt at peace. It was fair.'

Level 2 Identifies AND/OR describes reason(s) about treatment 2-4

eg. 'Germany treated Russia worse.'
 'Germany was better off than they were letting on.'
 'Germany had agreed the Armistice.'
 'It was unfair because it was a 'diktat'.
 'Others were also to blame but not treated unfairly.'
 'It was unfair as it left Germany unable to defend itself.'
 'It was unfair as it was not in accordance with the 'Fourteen Points'.
 'It was unfair because of War Guilt.'

Level 3 Explains fairness OR otherwise 4-6
(Developed explanation to be given two marks within L3 and L4)

eg. 'Germany was operating double standards. Their call for a fairer treatment did not fit with the harsh manner they treated Russia in the Treaty of Brest-Litovsk.'
 'The Treaty did not weaken Germany anywhere near as much as the Germans complained. By 1925 German steel production was twice that of Britain.'
 'Germany's economic problems were partly self-inflicted. Other countries had raised taxes to pay for the war. The Kaiser's government planned to pay war debts by extracting reparations from the defeated states.'
 'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principle of reparations. Why then did they claim they had been treated unfairly?'

OR

'Germany did not feel it had lost the war. In 1919 many Germans did not understand how bad Germany's military situation was at the end of the war. They believed they had simply agreed to a ceasefire and therefore should be at the Conference to negotiate rather than being treated as a defeated nation. They were not represented and had to accept a harsh settlement.'
 'Germany thought that the 'war guilt' clause was particularly unfair as they were not the only ones to blame. Because they were forced to accept blame they had to pay for all the damage. They thought reparations that high would cripple them.'
 'It was unfair to disarm Germany and not other countries and they thought that what remained was too small to defend Germany from attack.'
 'Germany thought that the application of self-determination was applied unfairly with millions of Germans living in other countries.'

Level 4 Explains fairness AND otherwise 6-9

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' 9-10

Question 4**4(a) What methods did the League of Nations plan to use to prevent future wars?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail **4**

eg. 'Through collective security.'
'By encouraging disarmament.'
'By imposing economic sanctions.'
'By encouraging trade between countries.'
'By using armed forces from member countries.'

4(b) Explain why the structure of the League of Nations made it weak.

Target: AO1

Level 1 General answer lacking specific contextual knowledge **1**

eg. 'It was too idealistic.'

Level 2 Identifies AND/OR describes why (One mark for each) **2-3**

eg. 'Not all nations were members.'
'It had to rely on collective security.'
'It was dominated by Britain and France.'
'It was too slow to take action.'
'Decisions had to be unanimous.'

Level 3 Explains why (One explained reason 3-4 marks: two or more explained reasons 4-6 marks) **3-6**

eg. 'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation in the world.'

'The defeated nations, like Germany, were not members at first. Other nations, such as Japan, left when they got into disputes with the League.'

'The League had no armed forces of its own. It relied on collective security. Too often this meant nations looking to the League to take action when they weren't willing to act themselves.'

'The League was dominated by Britain and France but they never agreed on how powerful it should be or how it should operate.'

'The League was too idealistic. It was unrealistic to expect nations to obey the League without giving it the power to enforce its will.'

'All member states had equal voting rights. All decisions in Assembly and Council had to be unanimous. This was fine when members agreed with each other, but not when they disagreed.'

4(c) 'The Manchurian Crisis of 1931 was the main cause of the failure of the League of Nations.' How far do you agree with this statement? Explain your answer.

Target; AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'No there were other more important causes later on.'

Level 2 Identifies AND/OR describes reasons for failure **2-4**

eg. 'The League was not strong enough to deal with Japan/Italy.'

'The League failed because it was weak without an army.'

'Economic sanctions failed as the USA was not a member.'

'It failed because it was slow at making decisions.'

'The failure of the League was caused by the Great Depression.'

'Britain and France were too interested in their own problems.'

'it failed because strong countries left the League.'

Level 3 Explains Manchuria OR other reasons **4-6**
(Developed explanation to be given two marks within L3 and L4).

eg. 'The Japanese refused to obey the League's instruction to withdraw from Manchuria and continued with their invasion. The Lytton Commission had condemned Japan's actions after almost a year of fact finding by which time the invasion was complete. Japan just withdrew from the League as it did not accept the League's decision. This demonstrated how weak the League was. The League failed to introduce strong action as Britain feared for the safety of places such as Singapore.'

OR

'After Italy invaded Abyssinia the League imposed sanctions but these did not include oil or the closing of the Suez Canal. This was because Britain and France were not prepared to back tough action as that would have pushed Mussolini nearer to Hitler. Imposing other sanctions would have been circumvented by the USA who were not members of the League. This limited action and lost the League credibility.'

'The League lost credibility over the Hoare-Laval Pact where Britain and France worked behind the League's back to try to give most of Abyssinia to Mussolini. The plan was uncovered and those involved discredited.'

Level 4 Explains Manchuria AND other reasons **6-9**

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' **9-10**

Question 5**5(a) What was decided at the Yalta Conference of February 1945?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail.**4**

eg. 'How to organise Europe at the end of the war.'

'Germany was to be divided into four zones of occupation.'

'Berlin (in the Soviet zone) was to be divided into four.'

'A United Nations organisation to be set up.'

'Eastern Europe would be a Soviet sphere of influence.'

'Liberated Eastern European countries to hold free elections and set up democratic governments.' (2)

5(b) Explain why the USA introduced the Marshall Plan.

Target; AO1

Level 1 General answer lacking specific contextual knowledge**1**

eg. 'To help themselves.'

Level 2 Identifies AND/OR describes why Plan introduced**2-3**

eg. 'To remove poverty.'

'To improve Europe's economy.'

'Because of the Containment Policy.'

'To halt communism.'

'To restore economies.'

'To improve trade.'

'To implement the Truman Doctrine.'

Level 3 Explains why Plan was introduced**3-6****(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

eg. 'To help the US stem the flow of communism which they thought developed through poverty.'

'Truman did not want to use soldiers he wanted to attack 'misery and want'. He wanted to restore economies affected by war so as to provide trading opportunities for American companies.'

'Countries struggling to recover the effects of war were vulnerable to communist take over.'

'After the end of the war, Marshall visited Europe and found a ruined economy, food shortages and rationing. It was Truman's belief that Communism succeeded when people faced poverty and so Marshall suggested that about \$17 billion would be needed to rebuild Europe's prosperity.' (2 marks)

5(c) How successful was Soviet expansion in Europe by 1948? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge**1-2**

eg. 'Very, as they dominated.'

Level 2 Identifies AND/OR describes expansion**2-4**

eg. 'Many soviet satellite states were set up.'

'Rigged elections resulted in Soviet expansion.'

'Churchill said the border between East and West was an 'Iron Curtain'.'

'They were not successful in Greece.'

Level 3 Explains success OR otherwise of Soviet expansion**4-6**

(Developed explanation to be given two marks within L3 and L4).

eg. 'By 1946 Poland, Hungary, Romania, Bulgaria and Albania had Communist governments.'

'The Red Army liberated eastern Europe from the Nazis. The Red Army remained in these to make sure these governments were communist-controlled.'

'In Romania the King, in 1945, was forced by the USSR to appoint a communist Prime Minister. This quickly resulted in a communist takeover and in 1947 the monarchy was abolished.'

'In Hungary in November 1945 free elections were held and the non-communists won the most seats. In August 1947 fresh elections were held. These were rigged to ensure total communist control. All other parties were banned.'

OR

'In Greece the communists were not successful. They fought a civil war against the royalists supported by Britain and the USA. Stalin stuck by his promise not to support the Greek communists.'

'Yugoslavia was not liberated by the Red Army. Instead its own communist resistance leader, Tito, set up a government and was elected President. Yugoslavia became a communist state but would not accept Stalin's orders.'

Level 4 Explains success AND failure of Soviet expansion**6-9**

Both sides of Level 3.

Level 5 Explains with evaluation of 'how successful'**9-10**

Question 6**6(a) What was the Warsaw Pact?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail.**4**

eg. 'A Soviet response to NATO.'

'A buffer against attack from the West.'

'A military alliance.'

'A group of countries who would defend each other in case of attack.'

'A military alliance created by Khrushchev in 1955. It was similar to NATO and included all the Communist countries except Yugoslavia.'

6(b) Explain why the USSR sent tanks into Czechoslovakia in August 1968.

Target; AO1

Level 1 General answer lacking specific contextual knowledge **1**

eg. 'Because they feared the proposed changes.'

Level 2 Identifies AND/OR describes why **2-3**

eg. 'Because of the 'Prague Spring.'

'Dubcek had introduced reform.'

'Soviet leaders thought the ideas would spread.'

'Soviet control was threatened.'

Level 3 Explains why **3-6**
(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

eg. 'Czechoslovakia was too important to the security of the Soviet Union to allow any change as it was the one country which had borders with both West Germany and the USSR.'

'Dubcek proposed 'socialism with a human face' as he wanted to remove the restrictive nature of communism. This made the Soviet Union very suspicious and they thought these ideas might spread to other Communist countries.'

'The Czechoslovakian Communist Party decided reforms were needed and appointed Dubcek Party Secretary. Dubcek's aims were to improve the standard of living and give the people more freedom and to do this brought in a series of reforms including less state control, free elections and the end of press censorship.'

'Soviet leaders feared that there would be further demands for even more freedom in Czechoslovakia. If granted people in other Eastern European states would make demands. This might destroy the rule of the Communist parties in these countries and in the end Soviet control.'

'The USSR feared that Czechoslovakia would ally with Yugoslavia, who had refused to join the Warsaw Pact and Romania and would no longer attend meetings of the Pact.'

6(c) How far was 'Solidarity' responsible for the decline of Soviet control over Eastern Europe? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

eg. 'It partially contributed to change.'

Level 2 Identifies AND/OR describes reasons for decline 2-4

eg. 'Solidarity set an example to others.'
 'Gorbachev introduced perestroika and glasnost.'
 'Afghanistan was a big issue.'
 'Gorbachev's reforms caused decline.'

Level 3 Explains why Solidarity to blame OR other reasons 4-6
(Developed explanation to be given two marks within L3 and L4).

eg. 'Solidarity had forced a strong Soviet backed Communist government to give way to the non-violent action of an industrial workers' trade union backed by popular opinion and supported by the Catholic church.'
 'The government in Poland had lost the confidence of the people and Solidarity showed that a Communist government could not solve Poland's economic problems.'
 'Although the USSR still wanted a one-party Communist government in Poland they did not use force to ensure this unlike in Hungary.'

OR

'Gorbachev's reforms including the freedom of speech allowed discontent to grow.'
 'Many wanted to see the collapse of Communism as Gorbachev's reforms were not working as food shortages remained and prices were high.'
 'Gorbachev wanted a more equal relationship and was no longer willing to use armed forces to get his way. This helped to reduce spending on the military.'
 'Gorbachev introduced perestroika. This encouraged more competition in industry and glasnost where Soviets could criticise the government. These reforms came too quickly.'
 'Interest in capitalist methods increased as did trade with the West. This also increased Soviet awareness of better standards of living in the West.'
 'Communism was seen by many as corrupt and Soviet industry and agriculture inefficient. This was not helped by the spending of large sums of money on defence and in Afghanistan.'
 'Gorbachev decided there should be a cutback in the amount spent on arms and defence. The Soviet Union should pull out of Afghanistan and negotiate arms reductions with the USA. It should also stop spending huge sums of money on interfering militarily in other countries affairs allowing those countries to listen more to their peoples.'

Level 4 Explains why Solidarity to blame AND other reasons 6-9

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' 9-10

1937/11-14 Paper 1

SECTION A

Question 1

1(a) Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

eg. 'Chamberlain is flying to Germany.'
'Chamberlain is carrying an olive branch.'
'There is still hope.'

Level 2 Interpretation only **2**

eg. 'War clouds are gathering.'

Level 3 Identifies the main message **3**

eg. 'The main message of the cartoon is that Chamberlain can still save us from war. War is a serious threat but not inevitable.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge **4-5**

eg. 'The main message of the cartoon is that Chamberlain can still save us from war. War is a serious threat but not inevitable. Chamberlain is shown flying to Germany to see if he can deal with the imminent threat of war. The fact that there is still hope is linked to Chamberlain being shown with angel wings and carrying an olive branch.'

OR

eg. 'The main message of the cartoon is that Chamberlain can still save us from war. War is a serious threat but not inevitable. In September 1938 Chamberlain flew to Munich, Germany to try and solve the problem over Hitler wanting Czechoslovakia. He is going to try and appease Hitler. He is still hoping for peace.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge **6**

Both sides of Level 3.

1(b) Explain why Germany and the USSR signed the Nazi-Soviet Pact in 1939.

Target: AO1

Level 1 General answer lacking specific contextual knowledge**1-2**

eg. 'They wanted security.'

**Level 2 Identifies AND/OR describes reason(s)
(One mark for each)****3-5**

eg. 'Hitler wanted to avoid war on two fronts.'

'Stalin wanted to build up his armed forces.'

'They wanted to divide Poland.'

Level 3 Explains reason(s) why they signed a Pact**6-9****(One explained reason 6-7 marks; two or more explained reasons 7-9 marks.)**

eg. 'Stalin wanted to avoid war and buy time to build up his armed forces, which had been weakened by the Purges.'

'Stalin wanted to avoid a war as he needed time to build up his armed forces. His forces had been weakened by the recent purges. He had to choose between Britain and France or Germany. He chose Hitler as the USSR would then share in the partition of Poland.' (2 marks)

Question 2**2(a) Study Source B.**

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

eg. 'The cartoon shows people with weapons.'

Level 2 interpretation only **2**

eg. 'The US is not liked as it is Imperialist.'

Level 3 Identifies the main message **3**

eg. 'The main message of the cartoon is that US control is not wanted. The US cannot win as all, including women, will resist.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge **4-5**

eg. 'The main message of the cartoon is that US control is not wanted by the Vietcong. The US cannot win as all, including women, will resist. If they don't, the resistance from the Vietcong will be significant. The Vietcong are armed with guns and all will fight.'

OR

eg. 'The main message of the cartoon is that US control is not wanted by the Vietcong. The US cannot win as the people will resist. China did not like the US attitude towards Communism which was related to the domino theory. China was supporting the Vietcong by supplying weapons through a supply trail.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge **6**

Both sides of Level 3.

2(b) Explain why the USA became involved in Vietnam.

Target: AO1

Level 1 General answer**1-2**

eg. 'It was the right thing to do.'

**Level 2 Identifies AND/OR describes reason(s) why
(One mark for each)****3-5**

eg. 'Because of the influence of the Communists in China.'

'Because of the fear of Communism spreading.'

'Because of the 'domino' theory.'

'To prevent elections taking place.'

'To help to set up the republic of south Vietnam.'

'As a reaction to the Gulf of Tonkin incident.'

**Level 3 Explains reason(s) why USA became involved in Vietnam
(One explained reason 6-7 marks; two or more explained reasons 7-9 marks.)****6-9**

eg. 'The Communists had taken over in China and were now helping Ho Chi Minh. This was seen as a threat.'

'In 1964 US ships were fired on by North Vietnamese patrol boats and the US Congress gave Johnson power to prevent further aggression.'

'The USA believed the Vietcong were trying to spread communism into South Vietnam. If the Vietcong were successful, the Americans believed that other countries in Asia would fall to communism like a row of dominoes. It was vital the South Vietnamese government was supported and so they became part of the USA's Cold War policy.' (2 marks)

SECTION B**Question 3****3(a) What military restrictions did the Treaty of Versailles impose on Germany?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail.**4**

eg. 'The army was limited to 100,000 men.'

There was to be no conscription.

'Germany was not allowed tanks, submarines or military aircraft.'

'The Rhineland became a demilitarised zone.'

'The navy could only have six battleships and was limited to 15,000 men.' (2)

3(b) Explain why the 'Big Three' disagreed over how to treat Germany.

Target: AO1

Level 1 General answer lacking specific contextual knowledge**1**

eg. 'They were from different countries with different ideas.'

**Level 2 Identifies AND/OR describes why
(One mark for each)****2-3**

eg. 'Wilson wanted to use the Fourteen Points.'

'Clemenceau wanted security'

'The French wanted revenge.'

'Lloyd George wanted to protect British interests.'

Candidates who explain what one of the big three wanted to be placed in this level.

**Level 3 Explains why
(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)****3-6**

eg. 'Wilson had his 'Fourteen Points'. He wanted these to be the basis for peace. At Versailles he was forced to compromise as others were less idealistic. He feared that a harsh peace was storing up trouble for the future.'

On the other hand Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength. The French wanted revenge on Germany for the destruction the war had caused.'

Candidates who make no explicit comparison but explain the aims of at least two of the 'Big Three' should be awarded 4 marks

3(c) 'Germany was treated fairly at Versailles.' How far do you agree with this statement? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

eg. 'It was a reasonable attempt at peace. It was fair.'

Level 2 Identifies AND/OR describes reason(s) about treatment 2-4

eg. 'Germany treated Russia worse.'
 'Germany was better off than they were letting on.'
 'Germany had agreed the Armistice.'
 'It was unfair because it was a 'diktat'.
 'Others were also to blame but not treated unfairly.'
 'It was unfair as it left Germany unable to defend itself.'
 'It was unfair as it was not in accordance with the 'Fourteen Points'.
 'It was unfair because of War Guilt.'

Level 3 Explains fairness OR otherwise 4-6
(Developed explanation to be given two marks within L3 and L4).

eg. 'Germany was operating double standards. Their call for a fairer treatment did not fit with the harsh manner they treated Russia in the Treaty of Brest-Litovsk.'
 'The Treaty did not weaken Germany anywhere near as much as the Germans complained. By 1925 German steel production was twice that of Britain.'
 'Germany's economic problems were partly self-inflicted. Other countries had raised taxes to pay for the war. The Kaiser's government planned to pay war debts by extracting reparations from the defeated states.'
 'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principle of reparations. Why then did they claim they had been treated unfairly?'

OR

'Germany did not feel it had lost the war. In 1919 many Germans did not understand how bad Germany's military situation was at the end of the war. They believed they had simply agreed to a ceasefire and therefore should be at the Conference to negotiate rather than being treated as a defeated nation. They were not represented and had to accept a harsh settlement.'
 'Germany thought that the 'war guilt' clause was particularly unfair as they were not the only ones to blame. Because they were forced to accept blame they had to pay for all the damage. They thought reparations that high would cripple them.'
 'It was unfair to disarm Germany and not other countries and they thought that what remained was too small to defend Germany from attack.'
 'Germany thought that the application of self-determination was applied unfairly with millions of Germans living in other countries.'

Level 4 Explains fairness AND otherwise 6-9

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' 9-10

Question 4**4(a) What methods did the League of Nations plan to use to prevent future wars?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail **4**

eg. 'Through collective security.'
 'By encouraging disarmament.'
 'By imposing economic sanctions.'
 'By encouraging trade between countries.'
 'By using armed forces from member countries.'

4(b) Explain why the structure of the League of Nations made it weak.

Target: AO1

Level 1 General answer lacking specific contextual knowledge **1**

eg. 'It was too idealistic.'

Level 2 Identifies AND/OR describes why (One mark for each) **2-3**

eg. 'Not all nations were members.'
 'It had to rely on collective security.'
 'It was dominated by Britain and France.'
 'It was too slow to take action.'
 'Decisions had to be unanimous.'

Level 3 Explains why **3-6****(One explained reason 3-4 marks: two or more explained reasons 4-6 marks)**

eg. 'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation in the world.'

'The defeated nations, like Germany, were not members at first. Other nations, such as Japan, left when they got into disputes with the League.'

'The League had no armed forces of its own. It relied on collective security. Too often this meant nations looking to the League to take action when they weren't willing to act themselves.'

'The League was dominated by Britain and France but they never agreed on how powerful it should be or how it should operate.'

'The League was too idealistic. It was unrealistic to expect nations to obey the League without giving it the power to enforce its will.'

'All member states had equal voting rights. All decisions in Assembly and Council had to be unanimous. This was fine when members agreed with each other, but not when they disagreed.'

4(c) 'The Manchurian Crisis of 1931 was the main cause of the failure of the League of Nations.' How far do you agree with this statement? Explain your answer.

Target; AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'No there were other more important causes later on.'

Level 2 Identifies AND/OR describes reasons for failure **2-4**

eg. 'The League was not strong enough to deal with Japan/Italy.'

'The League failed because it was weak without an army.'

'Economic sanctions failed as the USA was not a member.'

'It failed because it was slow at making decisions.'

'The failure of the League was caused by the Great Depression.'

'Britain and France were too interested in their own problems.'

'it failed because strong countries left the League.'

Level 3 Explains Manchuria OR other reasons **4-6**
(Developed explanation to be given two marks within L3 and L4).

eg. 'The Japanese refused to obey the League's instruction to withdraw from Manchuria and continued with their invasion. The Lytton Commission had condemned Japan's actions after almost a year of fact finding by which time the invasion was complete. Japan just withdrew from the League as it did not accept the League's decision. This demonstrated how weak the League was. The League failed to introduce strong action as Britain feared for the safety of places such as Singapore.'

OR

'After Italy invaded Abyssinia the League imposed sanctions but these did not include oil or the closing of the Suez Canal. This was because Britain and France were not prepared to back tough action as that would have pushed Mussolini nearer to Hitler. Imposing other sanctions would have been circumvented by the USA who were not members of the League. This limited action and lost the League credibility.'

'The League lost credibility over the Hoare-Laval Pact where Britain and France worked behind the League's back to try to give most of Abyssinia to Mussolini. The plan was uncovered and those involved discredited.'

Level 4 Explains Manchuria AND other reasons **6-9**

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' **9-10**

Question 5**5(a) What was decided at the Yalta Conference of February 1945?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

eg. 'How to organise Europe at the end of the war.'
 'Germany was to be divided into four zones of occupation.'
 'Berlin (in the Soviet zone) was to be divided into four.'
 'A United Nations organisation to be set up.'
 'Eastern Europe would be a Soviet sphere of influence.'
 'Liberated Eastern European countries to hold free elections and set up democratic governments.' (2)

5(b) Explain why the USA introduced the Marshall Plan.

Target; AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'To help themselves.'

Level 2 Identifies AND/OR describes why Plan introduced 2-3

eg. 'To remove poverty.'
 'To improve Europe's economy.'
 'Because of the Containment Policy.'
 'To halt communism.'
 'To restore economies.'
 'To improve trade.'
 'To implement the Truman Doctrine.'

**Level 3 Explains why Plan was introduced 3-6
(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

eg. 'To help the US stem the flow of communism which they thought developed through poverty.'
 'Truman did not want to use soldiers he wanted to attack 'misery and want'. He wanted to restore economies affected by war so as to provide trading opportunities for American companies.'
 'Countries struggling to recover the effects of war were vulnerable to communist take over.'
 'After the end of the war, Marshall visited Europe and found a ruined economy, food shortages and rationing. It was Truman's belief that Communism succeeded when people faced poverty and so Marshall suggested that about \$17 billion would be needed to rebuild Europe's prosperity.' (2 marks)

5(c) How successful was Soviet expansion in Europe by 1948? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge**1-2**

eg. 'Very, as they dominated.'

Level 2 Identifies AND/OR describes expansion**2-4**

eg. 'Many soviet satellite states were set up.'

'Rigged elections resulted in Soviet expansion.'

'Churchill said the border between East and West was an 'Iron Curtain'.'

'They were not successful in Greece.'

**Level 3 Explains success OR otherwise of Soviet expansion
(Developed explanation to be given two marks within L3 and L4).****4-6**

eg. 'By 1946 Poland, Hungary, Romania, Bulgaria and Albania had Communist governments.'

'The Red Army liberated eastern Europe from the Nazis. The Red Army remained in these to make sure these governments were communist-controlled.'

'In Romania the King, in 1945, was forced by the USSR to appoint a communist Prime Minister. This quickly resulted in a communist takeover and in 1947 the monarchy was abolished.'

'In Hungary in November 1945 free elections were held and the non-communists won the most seats. In August 1947 fresh elections were held. These were rigged to ensure total communist control. All other parties were banned.'

OR

'In Greece the communists were not successful. They fought a civil war against the royalists supported by Britain and the USA. Stalin stuck by his promise not to support the Greek communists.'

'Yugoslavia was not liberated by the Red Army. Instead its own communist resistance leader, Tito, set up a government and was elected President. Yugoslavia became a communist state but would not accept Stalin's orders.'

Level 4 Explains success AND failure of Soviet expansion**6-9**

Both sides of Level 3.

Level 5 Explains with evaluation of 'how successful'**9-10**

Question 6**6(a) What was the Warsaw Pact?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

eg. 'A Soviet response to NATO.'

'A buffer against attack from the West.'

'A military alliance.'

'A group of countries who would defend each other in case of attack.'

'A military alliance created by Khrushchev in 1955. It was similar to NATO and included all the Communist countries except Yugoslavia.'

6(b) Explain why the USSR sent tanks into Czechoslovakia in August 1968.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'Because they feared the proposed changes.'

Level 2 Identifies AND/OR describes why 2-3

eg. 'Because of the 'Prague Spring.'

'Dubcek had introduced reform.'

'Soviet leaders thought the ideas would spread.'

'Soviet control was threatened.'

**Level 3 Explains why 3-6
(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

eg. 'Czechoslovakia was too important to the security of the Soviet Union to allow any change as it was the one country which had borders with both West Germany and the USSR.'

'Dubcek proposed 'socialism with a human face' as he wanted to remove the restrictive nature of communism. This made the Soviet Union very suspicious and they thought these ideas might spread to other Communist countries.'

'The Czechoslovakian Communist Party decided reforms were needed and appointed Dubcek Party Secretary. Dubcek's aims were to improve the standard of living and give the people more freedom and to do this brought in a series of reforms including less state control, free elections and the end of press censorship.'

'Soviet leaders feared that there would be further demands for even more freedom in Czechoslovakia. If granted people in other Eastern European states would make demands. This might destroy the rule of the Communist parties in these countries and in the end Soviet control.'

'The USSR feared that Czechoslovakia would ally with Yugoslavia, who had refused to join the Warsaw Pact and Romania and would no longer attend meetings of the Pact.'

6(c) How far was 'Solidarity' responsible for the decline of Soviet control over Eastern Europe? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

eg. 'It partially contributed to change.'

Level 2 Identifies AND/OR describes reasons for decline 2-4

eg. 'Solidarity set an example to others.'
 'Gorbachev introduced perestroika and glasnost.'
 'Afghanistan was a big issue.'
 'Gorbachev's reforms caused decline.'

Level 3 Explains why Solidarity to blame OR other reasons 4-6
(Developed explanation to be given two marks within L3 and L4).

eg. 'Solidarity had forced a strong Soviet backed Communist government to give way to the non-violent action of an industrial workers' trade union backed by popular opinion and supported by the Catholic church.'
 'The government in Poland had lost the confidence of the people and Solidarity showed that a Communist government could not solve Poland's economic problems.'
 'Although the USSR still wanted a one-party Communist government in Poland they did not use force to ensure this unlike in Hungary.'

OR

'Gorbachev's reforms including the freedom of speech allowed discontent to grow.'
 'Many wanted to see the collapse of Communism as Gorbachev's reforms were not working as food shortages remained and prices were high.'
 'Gorbachev wanted a more equal relationship and was no longer willing to use armed forces to get his way. This helped to reduce spending on the military.'
 'Gorbachev introduced perestroika. This encouraged more competition in industry and glasnost where Soviets could criticise the government. These reforms came too quickly.'
 'Interest in capitalist methods increased as did trade with the West. This also increased Soviet awareness of better standards of living in the West.'
 'Communism was seen by many as corrupt and Soviet industry and agriculture inefficient. This was not helped by the spending of large sums of money on defence and in Afghanistan.'
 'Gorbachev decided there should be a cutback in the amount spent on arms and defence. The Soviet Union should pull out of Afghanistan and negotiate arms reductions with the USA. It should also stop spending huge sums of money on interfering militarily in other countries affairs allowing those countries to listen more to their peoples.'

Level 4 Explains why Solidarity to blame AND other reasons 6-9

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' 9-10

SECTION C: GERMANY, 1919–1945**Question 7****7(a) Study Source C.**

How far does this poster show why the Hitler Youth was popular with young people? Use the source and your knowledge to explain your answer.

Target: AO1, AO2

Level 1 Source used for information/surface content/assertions **1**

eg. 'It shows a young person in uniform and this was popular.'

Level 2 Identifies reasons for popularity **2-3**

eg. 'Exciting activities that offered a challenge.'

'An opportunity to train for the army.'

'It offered leisure pursuits.'

'They could wear a uniform.'

Level 3 Contextual knowledge used to explain assertions in source about popularity **3-4**

eg. 'It offered an opportunity for the wearing of a uniform giving the youth a sense of purpose and belonging to a 'gang' or belonging to the country's culture (holding the flag).'

Level 4 Contextual knowledge used to explain reasons for popularity not in poster **4-5**

eg. 'The Hitler Youth satisfied the thirst for action. Members were able to participate in sporting challenges and other exciting activities such as camping. There would be the opportunity to march in exciting parades with loud bands. It gave the opportunity to become physically fit and develop skills in relation to the military.'

Level 5 Addresses how far **6**

Both Level 3 and Level 4.

7(b) Study Source D.

Why was this painting published by the Nazi Party? Use the source and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Surface description of photograph OR general assertions **1**

eg. 'To show a nice German family.'
'To show family life.'

Level 2 Reason(s) why it was published but not getting to purpose AND/OR identifies message **2**

eg. 'The Nazis operated a propaganda programme under Goebbels and this painting was part of that programme.'
'The message is that women should not work.'

Level 3 Identifies valid purpose for publishing **3**

eg. 'This painting was published to stress and celebrate the Nazi ideal of motherhood, family and homebuilding.'

Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose **4-5**

eg. 'The Nazis operated a propaganda programme under Goebbels and this painting was part of that programme. Hitler offered tempting financial incentives for women to have children. It was expected that women would leave their jobs.'

Level 5 Uses contextual knowledge to explain purpose of the poster **6-7**

eg. 'This painting was published to stress and celebrate the Nazi ideal of motherhood, family and homebuilding. The Nazis were particularly concerned about the role of the wife. They saw it as her role to stay at home and bring up the children and also encourage their daughters to carry out a similar role.'
'Children were important to the Nazi aim of increasing the population of the Aryan race and would help Germany to become great again. The population of Germany was declining and Hitler wanted to reverse this so that he would have soldiers. The poster stresses the importance to the Nazis of Aryans and this is shown in the painting by the blond hair of the family.'

7(c) Study Source E.

Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Unsupported assertions OR paraphrases/copies source **1**

eg. 'I am surprised by the source. It's very strange that German people should write 'Down with Hitler'.'

Level 2 Not surprised – general claims about opposition AND/OR surprised – general claims about activities **2-3**

eg. 'I am not surprised by this as there was some opposition to Nazi control.'
AND/OR

'I am surprised as young people were normally involved with the Hitler Youth not hanging around.'

Level 3 Not surprised because of the opposition to Nazi control **4-5**

eg. 'I am not surprised because some young people did not like the regimentation or the training for motherhood of the Hitler Youth. Members of the 'Swing' movement liked to listen to music and liked dancing. The Nazis considered them degenerate. Others such as the Edelweiss Pirates became a genuine problem for the authorities. Because area Committees of the Party were instructed to report any form of action against the Nazi Party and this is what this source is saying happened.'

Level 4 Surprised because of the strong Nazi control **5-6**

'I am surprised as opposition was not officially recognised by the Nazis as their propaganda machine gave the impression that everyone loved the Fuhrer and were grateful to him for restoring Germany's greatness. Active opposition was not tolerated.'

Level 5 Both sides - Level 3 and Level 4 **7**

Question 8**8(a) Describe the main events of the Munich Putsch.**

Target: AO1

One mark for each relevant detail; additional mark for supporting detail. 4

eg. 'It was an attempt to overthrow the Weimar Republic.'

'On 9th November Hitler and 3000 Nazis marched on Munich (1) and were fired on by police. (1)

'Sixteen Nazis were killed.' (1)

'The Putsch failed and Hitler was put on trial.'

8(b) Explain how Hitler was able to turn the failure of the Munich Putsch to his advantage.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'Because more people heard of him.'

Level 2 Identifies AND/OR describes why (One mark for each) 2-3

eg. 'It was used for publicity.'

'He looked for a different approach to gaining power.'

'He wrote Mein Kampf.'

Level 3 Explains why (One explained reason 3-4 marks; two or more explained reasons 4-6 marks.) 3-6

eg. 'Hitler turned his trial into a propaganda success using the occasion to attack the Weimar Republic.'

'The court was sympathetic to Hitler only giving him a light sentence which he served under special conditions. He could have been sentenced to death. He used the time in prison to write Mein Kampf.'

'Hitler in his time in prison was able to clarify and change his tactics to a legal approach rather than a violent one.'

8(c) The following were equally important reasons why Hitler became Chancellor in January 1933:

- (i) the Great Depression;**
- (ii) Nazi propaganda;**
- (iii) the actions of von Papen and Hindenburg.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They were all important in ensuring a Communist victory.'

Level 2 Description of reasons **2-4**

eg. 'The Great Depression encouraged people to look for opportunities to improve their situation.'

'People lost faith in democracy and needed a radical solution.'

'Hitler used marches and mass rallies to gain support.'

'Papen and Hindenburg thought they could use Hitler.'

Level 3 Explanation of ONE reason **4-6**
(Developed explanation to be given two marks within L3 and L4)

eg. 'The recall of American loans caused an increase in unemployment and Germany sank into depression. The old hostility to the Weimar Republic resurfaced and people looked to those who could offer radical solutions to Germany's problems – the Nazis and the Communists.'

OR

'To exploit the difficulties of the government Hitler held huge rallies and toured Germany promising to restore Germany's economy. He promised work to the unemployed and blamed the Jews for the problems. He tried to win support from industrialists and the middle-classes. This resulted in July 1932 in the Nazis being the largest single party in the Reichstag. '

OR

'In 1932 Brüning was replaced as chancellor by von Papen, who was then overthrown by von Schleicher. Von Papen plotted revenge and in January 1933 persuaded Hindenburg to replace von Schleicher with Hitler. They thought they could manipulate Hitler as the support for the Nazi Party was in decline.'

Level 4 Explanation of two OR three reasons **6-9**

Level 5 Explains with evaluation of 'equally important' **9-10**

Question 9**9(a) How did the Enabling Act benefit Hitler?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

eg. 'He closed down the state parliaments.'

'He appointed state governors who were all Nazis.'

'State governors had power to appoint and dismiss state officials and make state laws.'

'He broke into trade union offices, arrested union officials and merged the unions into a 'German Labour Front'.'

'He removed the opposition of other political parties including the SDP and the Communists.'

'He passed a law stating the Nazi Party was the only party allowed.'

9(b) Explain why Hitler considered Röhm and the SA a threat.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'They wanted more power.'

Level 2 Identifies AND/OR describes why (One mark for each) 2-3

eg. 'Röhm wanted to take over the army.'

'Many thought their policies were more like Communism.'

'Hitler had the SS.'

'The SA were an embarrassment.'

Level 3 Explains why they were a threat 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

eg. 'Hitler needed the support of his army officers but Röhm wanted to merge the SA with the army and take control of the army. This made Röhm a dangerous rival.'

'Hitler did not want to upset the industrialists as they funded him. Many leading industrialists feared the SA programme of putting Socialist policies into practice looked too much like Communism.'

'Hitler no longer needed the SA as he now had the SS, his own personal bodyguard.'

'The continued violence of the SA was embarrassing Hitler. They were seen as an undisciplined rabble.'

9(c) The following were equally important reasons as to why there was little opposition to Hitler and the Nazis in the 1930s:

- (i) the Gestapo;**
- (ii) Nazi propaganda;**
- (iii) the reduction of unemployment.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'They are all equally important as each contributed to Nazi control.'

Level 2 Description of reasons **2-4**

eg. 'The Gestapo removed political opponents.'
'Propaganda was used for indoctrination purposes.'
'Hitler promised to reduce unemployment.'

Level 3 Explanation of ONE reason **4-6**
(Developed explanation to be given two marks within L3 and L4)

eg. 'In 1936 the control of the Gestapo was extended to the whole of Germany and it became linked to the SS as part of the police state and the reign of terror. The job of the Gestapo was to search out opponents of Nazi government. They used informers to uncover any attempts to organise opposition.'

OR

'Propaganda was used in a number of ways to ensure only the Nazi message was held. Non-Nazi newspapers were closed down and the Nazi press were told by Goebbels what they could print. Cheap radios were made available so everybody could hear Hitler's speeches. The idea was to put across a limited range of ideas time and time again until other ideas disappeared.'

OR

'Getting unemployment down was a priority for Hitler. He had seen what had happened in the Great Depression and wanted to ensure that male Germans had jobs. He created public works, introduced re-armament and conscription to get people into work. This increased support for the Nazi Party.'

Level 4 Explanation of two OR three reasons **6-9**

Level 5 Explains with evaluation of 'equally important' **9-10**

SECTION C: RUSSIA, 1905–1941**QUESTION 7****7(a) Study Source C.**

What is the message of this cartoon? Use the source and your own knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

eg. 'Rasputin is larger than the Tsar and Tsarina who are shown sat on his knee.'
'It shows the rulers of Russia.'

Level 2 Interpretation only **2**

eg. 'Rasputin is looking after the Tsar and Tsarina.'

Level 3 Identifies the main message **3**

eg. 'The main message of this cartoon is that Rasputin is more important than/controlling the Tsar and Tsarina. He is the real power behind the throne. The Tsar and Tsarina are puppets of Rasputin.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge **4-5**

eg. 'The main message of this cartoon is that Rasputin is more important than/controlling the Tsar and Tsarina. He is the real power behind the throne. The Tsar and Tsarina are puppets of Rasputin. This is depicted by Rasputin being shown as much larger and over-shadowing them. They are shown as puppet-like. He is also shown with his hand around the Tsarina.'

OR

eg. 'The main message of this cartoon is that Rasputin is more important than/controlling the Tsar and Tsarina. He is the real power behind the throne. The Tsar and Tsarina are puppets of Rasputin. The Tsar and Tsarina became increasingly dependent on Rasputin's advice despite many wanting Rasputin to be removed. Rasputin's power continued to increase and during the First World War he gave advice on whom the Tsar should appoint to the government. He was not efficient and encouraged corruption. It was rumoured he was having an affair with the Tsarina in the Tsar's absence.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge **6**

Both sides of Level 4.

7(b) Study Source D.

Why was this postcard issued in Russia in 1916? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Source used for information 1

eg. 'The postcard was issued to show a picture of the Tsar.'

Level 2 Reason(s) why it was published but not getting to purpose AND/OR identify message 2

eg. 'it was published to show the people the Russian war effort.'

Level 3 Answers that infer purpose of postcard 3

eg. 'The purpose of the postcard was to show to the people that the Tsar was in charge and that with his leadership all was going well.'

Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose 4

eg. 'It was published as part of the war effort. The war had taken its toll and many Russians had been killed. The Tsar had taken personal control despite having little knowledge of military strategy and tactics. In the towns there was a shortage of food.'

Level 5 Uses contextual knowledge to explain purpose of the postcard 5-6

'The purpose of the postcard was to show to the people that the Tsar was in charge and that with his leadership all was going well.' The postcard promotes the Tsar to his people as the leader of the army and navy both shown in the offensive and looking strong. This was propaganda to overcome the increasing decline in popularity of the Tsar because of his failings in the war and in the conditions being endured in Russia.'

Level 6 As for Level 5, but in addition explains why the cartoon was published in 1916 7

As for Level 5 but noting the recent take over of command by the Tsar (September 1915). The Russians launched the 'Brusilov Offensive' against Austria which was successful at first.

7(c) Study Source E.

How useful is this source as evidence about why the Tsar abdicated in March 1917? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Unsupported assertions/paraphrases source **1**

eg. 'It is useful because it is a letter.'

'It is useful because it tells you the Tsarina wrote to the Tsar.'

Level 2 Simplistic evaluation/identifies usefulness from source **2**

eg. 'It is useful because the Tsarina would want to tell the Tsar what was happening.'

'It is useful because it says that there is civil disorder.'

Level 3 Accepts source as being a full explanation – uses information in the source and contextual knowledge **3**

eg. 'I think this source does give enough evidence as to why the Tsar abdicated. He tells of unrest with strikers and riots because people were starving from lack of food. It also says that the Duma is more aggressive and threatening than what is being reported. By the fact that the Tsarina has to write a letter suggests that the Tsar is not there to take charge and she was inexperienced and incompetent.'

Level 4 Identifies other factors **3-4**

eg. 'The impact of Rasputin.'

'The failure in the war.'

'The death of many Russians in war.'

'The Tsar as Commander-in-Chief.'

'The March 1917 Revolution.'

Level 5 Contextual knowledge used to explain other factors **4-5**

eg. 'This source does not completely explain why the Tsar abdicated. Despite his lack of military strategy the Tsar took command at the front. This allowed him to be blamed for the defeats and tremendous loss of life.'

Level 6 Contextual knowledge used to explain how BOTH the source and other factors explain the abdication **6**

Both Level 3 and Level 5.

Level 7 As Level 6, but also supports conclusion about 'how useful' **7**

QUESTION 8

8(a) What problems did the Provisional Government face on taking over from the Tsar?

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

eg. 'It had no real experience of government.'

'It was dominated by middle and upper classes.'

'Because it was temporary they refused to carry out important reforms – land reform.'

'Whether to stop the war.'

'How to solve food shortages.'

'It did not control the armed forces.'

'Support for the socialists was spreading.'

8(b) Explain why the Bolsheviks gained popularity during 1917.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'They offered an alternative.'

Level 2 Identifies AND/OR describes Revolt (One mark for each) 2-3

eg. 'The people were aware of their ideas.'

'Lenin offered what the people wanted to hear.'

'They emerged as heroes by helping Kerensky.'

Level 3 Explains why (One explained reason 3-4 marks; two or more explained reasons 4-6 marks.) 3-6

eg. 'The Provisional Government tried to create a democratic society by allowing free speech and free press. Whilst being creditable reforms this allowed opponents freedom to criticise the government and spread their own ideas.'

'Lenin returned to Russia and issued his April Thesis. This appealed to the people as he was offering 'Peace, Bread and Land.'

'The Bolsheviks became heroes as they defended Petrograd against Kornilov's troops.'

8(c) The following were equally important to the Communist victory in the Civil War:

- (i) War Communism;**
- (ii) the role of Trotsky;**
- (iii) the 'Red Terror'.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge

1-2

eg. 'They are all equally important as each contributed to the Communist victory.'

Level 2 Description of reasons

2-4

eg. 'War Communism enabled the army to be supplied.'

'Trotsky inspired his troops.'

'The country was ruled with fear.'

Level 3 Explanation of ONE reason

4-6

(Developed explanation to be given two marks within L3 and L4)

eg. 'War Communism introduced military discipline in the factories and strikes were made illegal. Strikers could be shot. At the same time peasants were forced to give up all their surplus produce and this enabled the government to feed and equip the army.'

OR

'Trotsky created the 'Red Army' with the help of professional officers. He enforced strict discipline and used both encouragement and terror to make the soldiers fight. He proved an outstanding leader being very courageous. He had a special train to take him to where the fighting was hardest so he could inspire his troops.'

OR

'The Bolsheviks used terror to ensure support. The CHEKA hunted down people who helped the Whites and forced the peasants to hand over food to the government to keep the troops supplied.'

Level 4 Explanation of two OR three reasons

6-9

Level 5 Explains with evaluation of 'equally important'

9-10

QUESTION 9**9(a) What were Trotsky's main strengths?**

Target: AO1

One mark for each relevant detail; additional mark for supporting detail. 4

eg. 'He was Lenin's own choice.'

'He had a strong personality and was intelligent.'

'He was popular with the army.'

'He had played a leading part in the Bolshevik Revolution and the Civil War.'

9(b) Explain why Stalin was able to defeat Trotsky in the leadership contest after Lenin's death.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'He was more popular.'

Level 2 Identifies AND/OR describes why (One mark for each) 2-3

eg. 'Trotsky was not popular with the Politburo.'

'Trotsky's view of Communism did not appeal too many.'

'Stalin was a key member of the Party.'

'Stalin used propaganda and publicity to further his cause.'

'Stalin used clever tactics to play off one group against another.'

'Stalin promoted 'Socialism in One Country'.'

Level 3 Explains why (One explained reason 3-4 marks; two or more explained reasons 4-6 marks.) 3-6

eg. 'As General Secretary, Stalin held a key post in the Party. He appointed officials who supported him and built up a power base. He commanded the support of most Party officials as he appointed them.'

'He used publicity such as presenting himself as Lenin's closest friend and as chief mourner at Lenin's funeral. He used propaganda to show how close he was to Lenin and to criticise Trotsky whom he tricked into not attending Lenin's funeral.'

9(c) The following were equally important in allowing Stalin to achieve almost total control of the Soviet Union:

- (i) the use of propaganda;**
- (ii) the treatment of the kulaks;**
- (iii) the Purges and Show Trials.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'They were all important as they all contributed to Stalin's control.'

Level 2 Description of reasons **2-4**

eg. 'He created the 'cult of Stalin'.'

'He removed all political opposition to his dictatorship through the Purges.'

'He was able to remove the threat of the kulaks.'

Level 3 Explanation of ONE reason **4-6**
(Developed explanation to be given two marks within L3 and L4)

eg. 'Stalin used propaganda to create the 'Cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places were named after him. People at meetings had to clap when his name was mentioned. This ensured that the people believed Stalin was good for them.'

OR

'Stalin did not like the kulaks and he wanted to control the countryside so he decided to collectivise the farms. He accused the kulaks of opposing collectivisation and dealt with them severely – liquidating them as a class. By destroying them the opposition was removed.'

OR

'Stalin used the Purges to remove all opposition to his dictatorship. He took steps to deal with those who had opposed him in the past or whom he suspected might do in the future. He purged anyone who opposed or criticised his plans for collectivisation and industrialisation. He removed Party leaders he did not trust as well as any opposition in the Red Army.'

Level 4 Explanation of two OR three reasons **6-9**

Level 5 Explains with evaluation of 'equally important' **9-10**

SECTION C: THE USA, 1919–1941**QUESTION 7****7(a) Study Source C.**

Why was this photograph taken? Use the source and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Unsupported assertions/surface features **1-2**

eg. 'To show that some people had to queue for food.'

Level 2 Answers based on misinterpretation of reason for photograph/message **3**

eg. 'It was taken to show hungry/unemployed people.'

Level 3 Identifies the purpose of taking the photograph **4**

eg. 'The photographer took the picture to contradict the message on the billboard.'

Level 4 Uses contextual knowledge to explain purpose of taking the photograph **5-6**

If contextual knowledge used award 5 or 6 marks.

eg. 'The photographer wanted to stir up the authorities so they would take action as the New Deal was not working for black people who were unemployed and without food. Around 30% of all black people were dependent on emergency relief for survival and nothing within the New Deal attempted to assist black people or improve their civil rights.'

7(b) Study Source D.

Why was this cartoon published in the USA in 1937? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Surface use of source for information/general assertions **1**

eg. 'Because things needed to be changed.'

Level 2 Reasons why it was published but not getting to purpose AND/OR identifies message **2**

eg. 'Roosevelt and the Supreme Court were falling out.'
'Roosevelt was unhappy with what the Supreme Court was doing.'

Level 3 Answers that identify purpose of cartoon **3**

eg. 'This cartoon was published to show that Roosevelt planned to change the balance of the Supreme Court to get his New Deal through.'

Level 4 Uses contextual knowledge to explain why cartoon was published but fails to get to purpose **4**

eg. 'The Supreme Court is responsible for ensuring any measures passed do not go against the Constitution. If they do they are declared illegal. In 1935 the Court had declared the National Industrial Recovery Act was against the Constitution and in 1936 the AAA was declared unconstitutional. Additionally most of the judges were Republican and would automatically be against the policies. He did not carry his threat out as the people thought he was acting like a dictator.'

Level 5 Uses contextual knowledge to explain purpose of cartoon **5-6**

eg. 'This cartoon was published to show that Roosevelt planned to change the balance of the Supreme Court to get his New Deal through. Aspects of the New Deal which Roosevelt has introduced to help the US get out of the Depression but were declared unconstitutional by the Supreme Court.'
'The Supreme Court is the umpire (arbitrator) and Roosevelt's opponents are showing him trying to over-ride the Supreme Court and the laws of the land by threatening to increase the number of judges (umpires). These new judges would support Roosevelt and the New Deal.'

Level 6 As for Level 5, but in addition explains why the cartoon was published in 1937 **7**

As for Level 5 and noting that Roosevelt after his re-election in 1936 was threatening to change the Supreme Court so it could no longer block his plans. Most of his measures from 1937 onwards were approved.

7(c) Study Source E.

How far does this source prove the New Deal was successful? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Unsupported assertions/paraphrases/copies source**1**

eg. 'It tells you that agencies were set up.'
 'Roosevelt was 'priming the pump'.
 'It was published in 1966 a long time after the event.'
 'One source cannot prove anything.'

Level 2 Evaluates source using provenance**2**

eg. 'This source was written many years after the event when some of the successes tend to merge together. As the writer is American they may well want to emphasise this particular aspect for some reason.'

Level 3 Accepts source as being a full explanation – uses information in the source and may use contextual knowledge as support**2-3**

eg. 'Yes it does prove the New deal was successful. The Alphabet Agencies provided work for the unemployed with the PWA carrying out schemes of public works that would be of long lasting value. As people began to get into work they were able to spend more money which helped other areas of the economy. This is why Roosevelt referred to 'priming the pump' – that is getting things moving.'

Level 4 Identifies other areas of success OR identifies lack of success**3-4**

eg. 'The New Deal introduced social welfare.'
 'Workers' rights and conditions were improved.'
 The New Deal raised the morale and confidence of many Americans.'
OR
 'Unemployment was not ended.'
 'Farmers and sharecroppers in the south did not benefit.'
 'It did not deal with poverty.'
 'The programme did little for black Americans.'

Level 5 Contextual knowledge used to explain areas of success OR areas of failure not in the source**5**

eg. 'Millions of poor people received relief, food, shelter and clothing. Emergency relief certainly stopped people from starving. Government social security and welfare schemes helped many ordinary people.'

OR

'Unemployment was reduced but not ended. The various schemes had limited impact. Some did not provide 'real' jobs. Unemployment was still 9 million in 1936 and rose to 10 million two years later. Many argue it was the impact of the Second World War which finally reduced unemployment.'

CONT/

Level 6 Contextual knowledge used to explain areas of success AND areas of failure not in the source 6

Both sides of Level 5.

Level 7 Addresses 'how far' 7

QUESTION 8**8(a) What discrimination did black Americans experience during the 1920s?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

eg. 'In employment – following the First World War where jobs in the northern cities were taken by white people.'

'Race riots in 1919.'

Segregation in northern cities with Black Americans living in city slums such as Harlem.'

'In the south under the 'Jim Crow' laws black people were segregated and forced to go to separate schools, use separate buses and live in separate neighbourhoods.'

'Black people had the lowest standards of education and the poorest paid jobs.'

8(b) Explain why some white people joined the Ku Klux Klan.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'Because it was a secret society.'

Level 2 Identifies AND/OR describes activities (One mark for each) 2-3

eg. 'To defend moral standards.'

'To maintain white superiority.'

'To maintain Protestant superiority.'

'To take part in torture and violence.'

Level 3 Explains why (One explained reason 3-4 marks; two or more explained reasons 4-6 marks.) 3-6

eg. 'To defend Protestant superiority against Catholics and Jews.'

'The film 'Birth of a Nation' glorified the Klan as defenders of decent American values against renegade black people and corrupt white businessmen and this encouraged membership.' (2 marks)

'To protect moral standards in American society by attacking anyone who threatened it such as drunks and gamblers and also it was to defend white superiority against black people and other ethnic minorities.' (2 marks)

8(c) The following had an equally important effect on the way of life in the USA in the 1920s:

- (i) Prohibition;**
- (ii) the changing role of women;**
- (iii) the entertainment industry.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'They all had a significant effect.'

Level 2 Description of impact of factor **2-4**

eg. 'Prohibition did not stop the drinking of alcohol.'

'Moral standards changed.'

'Women could vote.'

'The leisure industry changed everyday life for many.'

Level 3 Explanation of the impact of ONE factor **4-6**
(Developed explanation to be given two marks within L3 and L4)

eg. 'Prohibition had almost the opposite effect from what was intended. Consumption actually increased through illegal bars. Alcohol was often smuggled into the country or made in illegal stills. This 'moonshine' could be very poisonous. The enormous profits encouraged gangsters. Officials were often bribed and were corrupt.'

OR

'Some women changed their lifestyle as they became freer by drinking and smoking in public. They got the vote and more and more went to work. Divorces increased. These activities were disapproved of as they set new moral standards.'

OR

The entertainment industry changed everyday life for many. Radios brought entertainment into the home whilst the cinema offered escapism. The popularity of jazz music, and associated dances, offered a sense of excitement to white people, as they were exposed to black music for the first time.'

Level 4 Explanation of the impact of two OR three factors **6-9**

Level 5 Explains with evaluation of 'equally important' **9-10**

QUESTION 9**9(a) What was the Wall Street Crash?**

Target: AO1

One mark for each relevant detail; additional mark for supporting detail. 4

eg. 'Massive falls on the stock exchange.'

'People selling shares at a loss.'

'The sudden end to the economic boom of the 1920s.'

'Panic selling of shares which resulted in prices slumping and people being ruined.' (2)

9(b) Explain why American industries were over-producing by the late 1920s.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'To try and make money.'

Level 2 Identifies AND/OR describes why (One mark for each) 2-3

eg. 'Mass-production methods resulted in quick production and large amounts.'

'The American market declined.'

'Traditionally there had been an overseas market.'

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

eg. 'The boom was based on the increased sale of consumer goods such as cars and electrical appliances. There were signs that America was producing more goods than could be sold. By 1929 those who could afford these goods already had them.'

'In the past, American industry had exported its goods. People in Europe could not afford to purchase the goods and in addition Europe had retaliated by putting up its own tariffs.'

9(c) The following were equally responsible for Roosevelt's victory in the 1932 Presidential elections:

- (i) the Depression;**
- (ii) the policies of President Hoover;**
- (iii) Roosevelt's election campaign.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'All three played a part in Roosevelt's victory.'

Level 2 Description of reasons **2-4**

eg. 'The Depression brought poverty and need for change.'

'Hoover believed in 'rugged individualism'.

'Hoover's treated the Bonus marchers badly.'

'Roosevelt promised a 'New Deal' for Americans.'

Level 3 Explanation of ONE reason **4-6**
(Developed explanation to be given two marks within L3 and L4)

eg. 'Unemployment was rising and plunged millions into poverty. There was no system of social security to help and many lost their homes and possessions. They lived in shelters in shanty towns which became known as 'Hoovervilles' after the President. The President was blamed by many for the situation and voters wanted a change.'

OR

'Hoover was a Republican and believed governments should stay out of business matters and people's lives. He believed in 'rugged individualism', the idea that people should help themselves. Hoover was blamed for the Depression with an image of being heartless and uncaring. His actions were considered 'too little, too late.'

OR

'Roosevelt was seen as a fighter having battled successfully against polio. He helped the people of New York State with benefits showing he cared and believing it was the role of government to help. He promised a 'New Deal' for American people by providing jobs and relief for the poor and help for industry. His plan gave Americans hope.'

Level 4 Explanation of two OR three reasons **6-9**

Level 5 Explains with evaluation of 'equally important' **9-10**

SECTION C: CHINA, 1945–c.1976**QUESTION 7****7(a) Study Source C.**

What is the message of this poster? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Uses surface features of poster only **1-2**

eg. 'The people/workers are greeting Mao.'

Level 2 Interpretation only **3**

eg. 'Mao is popular.'

Level 3 Identifies main message **4**

eg. 'The message of this cartoon is Mao is our great leader and is the one to look up to and follow.'

Level 4 Main message supported by details of the poster OR by contextual knowledge **5-6**

eg. 'The message of this cartoon is Mao is our great leader and is the one to look up to and follow. Mao is shown as a person who inspired ordinary people as the workers are shown looking up to him. He is the figure head for all to follow as he is shown larger than the people and in front of the flag.'

OR

'The message of this cartoon is Mao is our great leader and is the one to look up to and follow. Mao was the one to follow and this poster is part of Mao's propaganda/control programme. He wanted to control society and did not want people to think for themselves. His loyal Party workers flooded China with posters like this to inspire loyalty often through fear.'

Level 5 main message supported by details of the poster AND by contextual knowledge

7

7(b) Study source D.

How far does this source explain why Mao started the ‘Hundred Flowers’ campaign? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Unsupported assertions/paraphrases source/copies source **1**

eg. ‘It says it was Mao’s clever plan to get people to speak out.’

Level 2 Evaluates source using provenance **1-2**

eg. ‘This source was written in 2008 many years after the event by a modern historian who might not have been in China at that time and so is of little use to explain the campaign.’

Level 3 Accepts source as being a full explanation – uses information in the source and may use contextual knowledge as support **3-4**

eg. ‘The source suggests that Mao wanted people to speak out so that he could find his opponents and then arrest them for not supporting Mao’s views. They could then be dealt with so they could not influence others.’

Level 4 Identifies other reason(s) for campaign **4**

eg. Mao wanted to find out the views of the Chinese people about his policies.’

Level 5 Contextual knowledge used to explain factors not in source **5**

eg. ‘The Five Year Plan had put Chinese society under considerable strain. There was over crowding and food shortages and the peasants did not like the co-operatives. The Communist Party was losing some of its early popularity and many had harsh words to say about its leaders. Mao decided in 1956 to allow the people to let off steam by saying what they wanted about the Party, its policies and leaders so that things could be put right. Free speech was to be encouraged. But people spoke more freely than Mao would have liked.’

Level 6 Addresses ‘how far’ **6**

7(c) Study Source E.

Why was this poster published by the Chinese government in 1966? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Surface use of source for information/general assertions **1**

eg. 'It was at the time of the Cultural Revolution.'
'It was a violent time.'

Level 2 Reasons why it was published but not getting to purpose **2**

eg. 'It was published to show there was support for the Cultural Revolution.'
'The message is that the Cultural Revolution will get people back on the right path to Communism.'

Level 3 Answers that identify purpose of poster **3**

eg. 'The purpose is to state that the Cultural Revolution will, supported by the people, destroy anything capitalist or valuable.'

Level 4 Uses contextual knowledge to explain why the poster was published but fails to get to purpose **4**

eg. 'The Red Guards used violence to achieve their aims. They followed the Red Book of Mao and became a cult. Anything considered a luxury or a threat such as libraries and books were destroyed. Anything anti-revolutionary was crushed including the capitalist monkey, cars and money.'

Level 5 Uses contextual knowledge to explain why poster was published **5-6**

eg. 'The purpose is to state that the Cultural Revolution will, supported by the people, destroy anything capitalist or valuable. The Red Guards used violence to achieve their aims. They followed the Red Book of Mao and became a cult. Anything considered a luxury or a threat such as libraries and books were destroyed. Anything anti-revolutionary was crushed including the capitalist monkey, cars and money.'

Level 6 As for Level 5, but in addition explains why the cartoon was published in 1966. 7

'As for Level 5 and noting that the Cultural Revolution started in that year.'

QUESTION 8**8(a) What problems faced the Communists when they took over China in 1949?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

eg. 'China was poor industrially.'

'Most of the people were peasants who could not read and write.'

'There was inflation.'

'The Chinese people did not want change.'

'They were not recognised by most of the world.'

8(b) Explain why Civil War broke out in China.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

eg. 'Because the two sides could not agree.'

Level 2 Identifies AND/OR describes why (One mark for each) 2-3

eg. 'There was opposition to a Communist government.'

'The Communists did not want the Guomindang.'

Level 3 Explains why (One explained reason 3-4 marks; two or more explained reasons 4-6 marks.) 3-6

eg. 'The Allies had decided that Chiang should be reinstated as ruler of China. Even Stalin agreed despite Mao being the Communist as he did not want a rival.'

'The US did not want a Communist country. They wanted power sharing and tried to set this up.'

'The truce agreed in 1945 collapsed in July 1946 as neither side was willing to trust the other and power was to be decided on the battlefield.'

8(c) The following were equally important reasons why the Communists won the Civil War:

- (i) Nationalist military tactics;**
- (ii) relations with the peasants;**
- (iii) Mao's leadership.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'They were all important in ensuring a Communist victory.'

Level 2 Description of reasons **2-4**

eg. 'The Communists were a more effective fighting unit.'

'The Communists gained support from the people by treating them fairly.'

'Mao was seen as defending national interests.'

Level 3 Explanation of ONE reason **4-6**
(Developed explanation to be given two marks within L3 and L4)

eg. 'The Nationalists tried to get the Communist into open battle but they failed. Their modern equipment was not much use against small bands of guerrillas. The Communists used guerrilla warfare, fighting in small groups against specific targets and towns. No open battle was risked until late 1948, when the Communists were victorious.'

OR

'At the beginning of the war Chiang and the Nationalists controlled four hundred million people and four fifths of the land. But their troops treated the peasants and townspeople badly, looting and raping. The generals were corrupt and arrogant. They were not well organised and law and order was breaking down. The Communists were popular in the north. They cared for the peasants and won over many people by treating them fairly.'

OR

'Mao was very popular due to his leadership during the Long March. To many he was seen as a liberator. This won him huge backing from the peasants but also the middle classes who, though not communist, recognised that Mao was fighting to defend China's national interests. He ensured his Red Army won over the peasants.'

Level 4 Explanation of two OR three reasons **6-9**

Level 5 Explains with evaluation of 'equally important' **9-10**

9(a) What changes to agriculture had been introduced by the Communists before 1953?

Target: AO1

One mark for each relevant aim; additional mark for supporting detail.**4**

eg. 'Peasants were encouraged to farm co-operatively.'

'Land was jointly owned so one large crop could be grown efficiently.'

'Resources could be pooled to buy equipment, fertilisers and seed.'

'Land owners had been removed.'

9(b) Explain why Mao introduced the first Five-Year Plan in 1953.

Target: AO1

Level 1 General answer lacking specific contextual knowledge**1**

eg. 'To improve China

**Level 2 Identifies AND/OR describes why
(One mark for each)****2-3**

eg. 'To develop China industrially.'

'To improve China's transport.'

'To stop inflation.'

'To put industry under state control.'

**Level 3 Explains why
(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)****3-6**

eg. 'Mao wanted China to become an industrial superpower and so needed to improve heavy industries such as steel, coal and chemicals to provide the raw materials to improve transport throughout China.'

'He wanted to stop inflation by buying and selling at low fixed prices.'

'He wanted to copy what had happened in Russia and was helped by specialists from that country.'

9(c) The following were equally important reasons for the failure of the 'Great Leap Forward' of 1958-1963:

- (i) the loss of Soviet technicians;**
- (ii) backyard furnaces;**
- (iii) the introduction of communes.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

eg. 'They all had a significant effect.'

Level 2 Description of impact **2-4**

eg. 'China lost its advisers.'
 'Production was poor quality.'
 'There was a severe famine.'

Level 3 Explanation of ONE factor **4-6**
(Developed explanation to be given two marks within L3 and L4)

eg. 'In 1960 Mao quarrelled with the new Soviet leader Khrushchev who then withdrew his advisers from China. The Chinese people were willing but they did not have the technical expertise to make the plan work.'

OR

'Thousands of small factories proved to be inefficient and wasteful. Much of the 'backyard' iron and steel was of low quality and could not be used.'

OR

'Collective farms were joined into communes but these were not the success hoped for. Many proved to be too large to be run efficiently. Peasants resented the loss of their private plots. Many just did less work. A serious famine in occurred with at least 30 million deaths.'

Level 4 Explanation of two OR three factors **6-9**

Level 5 Explains with evaluation of 'equally important' **9-10**

1937/02 Paper 2

First World War Recruitment

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.

1 Source A

What is the message of this poster?

Use details of the poster and your knowledge to explain your answer.

6 marks

Level 1

Description of surface detail/general assertion.

1

eg. A man and some soldiers are asking 'Who's absent?'

Level 2

Valid inference from the poster about its message, unsupported by detail from it.

1-2

eg. Some men are not in the army.

Level 3

Focus is main message of the poster, unsupported by detail from it.

3-4

eg. There is a war and the army needs more men, so volunteer

Level 4

Focus is main message of the poster, supported by detail from it

4

OR from contextual knowledge. eg. There is a war, indicated by burning buildings and the line of soldiers. Britain, represented by John Bull, needs more men and is calling for volunteers.

Level 5

Focus is main message of the poster, supported by detail from it and put into context.

6

eg. There is a war, indicated by burning buildings and the line of soldiers. Britain, represented by John Bull, needs more men and is calling for volunteers. When Britain went to war on 4 August 1914 she could only send the BEF of 100,000 men, tiny compared with the German army. Consequently, a massive recruitment campaign began.

Sources B and C

Is one source more useful than the other in helping you understand why men volunteered for the army when war began? Use details of the sources and your knowledge to explain your answer.

8 marks

Level 1

Description of surface detail/general assertion.

1-2

eg. Source B tells us about excitement, patriotism and joining up. Source C tells us about unemployment in Lancashire and joining the Pals.

If refers to one source only do not reward at top of level.

Level 2

Comment limited to type of source/matching details of sources.

2-3

eg. Source B more useful - a written account of 1914 based on a diary. Source C is only a modern history. If refers to one source only do **not** reward at top of level.

Level 3

Valid comment on usefulness of a source/s for understanding volunteers, supported by source detail OR from contextual knowledge.

4-5

eg. Source B useful in showing the extent of support for war and the need to volunteer – ‘tremendous excitement throughout the country’. Source C also useful in showing how poverty made army life attractive – army pay and allowances almost as much as a skilled man could earn. If refers to one source only do not reward at top of level.

Level 4

Evaluates usefulness of a source/s for understanding volunteers, based on tone/language supported by source detail.

5-6

eg. Source B is useful in showing the extent of support for war and the need to volunteer – ‘tremendous excitement throughout the country’. However. It uses exaggerated language – terrific fight – magnificent displays – massive army.

Level 5

Evaluates usefulness of one source for understanding volunteers, based on purpose/contextual knowledge supported by source detail.

6-7

eg. Source C is useful in showing how poverty made army life attractive – army pay and allowances, £1.05 a week almost as much as a skilled man could earn. This motive of volunteers fits a national picture of widespread poverty – the reason for many Liberal welfare reforms such as free school meals.

Level 6

Evaluates and compares the usefulness of both sources for understanding volunteers supported by detail from both sources.

7-8

eg. The Level 5 example PLUS comments on emotive language in B, ‘brave boys confronting a massive German army’. If no comparison comment mark at bottom of the level.

3 Source D

Are you surprised by this magazine cover?

Use details of the magazine cover and your knowledge to explain your answer.

8 marks

Level 1

Description of surface detail/general assertion.

1-2

eg. No, there was a war on and people wanted to know about it.

Level 2

Valid inference/s from the cover, unsupported by detail from it.

2-3

eg. No, there was a war on and sensational stories about the enemy were reported frequently.

OR

Makes contextual reference without inference. eg. No, Britain had declared war on Germany on 4 August for invading Belgium.

Level 3

Valid explanation for reaction to the cover, supported by detail from it.

4-5

eg. 1 Yes, because 'Appalling Barbarities of the Germans' on the cover sits oddly with the fashion illustration of a sophisticated woman smoking. eg. 2 No, because the combination of 'Appalling Barbarities of the Germans' and the fashion illustration of a sophisticated woman smoking, is deliberate to appeal to a broad readership and show that life goes on.

Level 4

Valid explanation for the cover, supported from contextual knowledge or by cross-reference.

6-7

eg. No, because news of the war was sought eagerly and anti-German stories were a favourite. From the first days of the German invasion of Belgium there were stories of them torturing civilians and killing children. Press reports of atrocities were promoted by the British government. Also, the cover picture shows life goes on regardless of the war and broadens reader appeal.

Level 5

Valid explanation for the cover supported by detail from it **and** put into context.

7-8

eg. No, because news of the war was sought eagerly and anti-German stories were a favourite. Therefore, 'Appalling Barbarities of the Germans' on the cover of a British magazine is no surprise. From the first days of the German invasion of Belgium there were stories of them torturing civilians and killing children. Press reports of atrocities were promoted by the British government. Also, the cover picture shows life goes on regardless of the war and broadens reader appeal.

4. Sources E and F.

How similar are these two sources?

Use details of the sources and your knowledge to explain your answer.

9 marks

Level 1

Description of surface detail/general assertion.

1-2

eg. Source E is a husband and wife talking about him joining up. Source F tells us about Germany attacking Belgium. If refers to one source only do not reward at top of level.

Level 2

Comment limited to type of source/matching details of sources.

3-4

eg. Source E is from a recording designed to boost recruitment. Source F is from an autobiography which explains reasons for joining up.

If refers to one source only do not reward at top of level.

Level 3

Valid comment on similarity/difference concerning motivation supported by source detail
OR from contextual knowledge.

4-5

eg. Source E is from a recording designed to boost recruitment, 'Oh my dear! I'm so proud of you'. This is about pride and self-respect. Source F, an autobiography, is similar in noting a father's pride in his son. If refers to one source only do not reward at top of level.

Level 4

Evaluates a source/s concerning motivation using tone/language supported by source detail.

6-7

eg. Source E is from a recording designed to boost recruitment, 'Oh my dear! I'm so proud of you'. This is about pride and self-respect, but it is comic in its language - guarantee me killing 10 Germans – reserve the bloomin Kaiser. Source F, an autobiography, is similar in noting a father's pride in his son.

Level 5

Evaluates one source concerning motivation using contextual knowledge supported by source detail.

7-8

eg. Source F – 'I was outraged to read of Germany's attack on neutral Belgium'. The German invasion of Belgium was the official reason for Britain declaring war 4 August 1914. However, German atrocity stories were part of a government propaganda campaign to get people to support the war from its beginning in August 1914. Graves supports the idea of a war for civilisation.

Level 6

Evaluates and compares the similarity of both sources in context supported by detail from them.

8-9

eg. The Level 5 example PLUS emphasis on pride and manhood in Source E typical of early months of the war, featured in music hall songs for recruiting. If no comparison comment mark at bottom of the level.

5. Source G

Why was this poster published?

Use details of the poster and your knowledge to explain your answer.

7 marks

Level 1

Comprehension only/general assertion.

1-2

eg. Published to remind people what happened to Scarborough

Level 2

Valid inference/s from the poster unsupported by detail from the poster.

2-3

eg. Published to get more men to join the army.

OR

Makes contextual reference without inference unsupported by detail from the poster.

2-3

eg. i) December 1914 German navy shelled east coast of England.

eg. ii) Recruitment more difficult than in 1914 and need to increase emotional pressure.

Level 3

Valid explanation why the government published the poster, supported by detail from the poster.

4-6

OR

from contextual knowledge. eg. Published to get more men to volunteer for military service by reminding them of war dangers to civilians – patriotic figure of Britannia and 'Remember Scarborough! Enlist now'.

Level 4

Valid explanation why the government published the poster, supported by detail from the poster and put into context.

6-7

eg. Published to get more men to volunteer for military service by reminding them of war dangers to civilians – patriotic figure of Britannia and 'Remember Scarborough! Enlist now'.

Context i) December 1914 German navy had shelled east coast of England.

Or ii) 1915 Zeppelin attacks on Britain had begun.

Or iii) Recruitment more difficult than in 1914 and need to increase emotional pressure.

6 All the sources, A to G

'Men volunteered for the army in 1914 and 1915 because of propaganda.'

How far do the sources in this paper support this statement?

Use details of the sources and your knowledge to explain your answer.

Remember to identify the sources you use

12 marks

Level 1

General answers unsupported from the sources.

1-2

eg. Propaganda was one reason, but there were other reasons for volunteering.

Level 2

One-sided answer using relevant contextual knowledge unsupported from the sources.

2-3

eg. Propaganda was not the only reason for volunteering – opportunity for excitement, regular meals, avenge Belgium, plus emotional blackmail from the white feather campaign.

OR

Uses the sources without addressing the question.

2-3

eg. Source A shows a plea for more soldiers.

Source B tells us there was tremendous excitement in Britain.

Source C tells us that in East Lancashire many people had no job.

OR

One-sided answer based upon reference to the sources.

2-3

Level 3

Balanced answer, using relevant contextual knowledge unsupported from the sources.

4-5

eg. The statement is true, propaganda was a crucial feature because DORA made control of the press possible and reports of German atrocities in Belgium appeared regularly. However, it was not the only reason for volunteering – opportunity for excitement, regular meals, plus emotional blackmail.

OR Balanced answer based upon reference to the sources.

4-5

Level 4

One-sided answer, with specified detailed support from the sources.

6-7

eg. The statement is true –

Source A propaganda figure of John Bull in Union Flag waistcoat.

Source B 'news of our brave boys confronting a massive German army'.

Source D 'Appalling Barbarities of the Germans'.

Source G 'Remember Scarborough'.

If refers to one source only do not reward at top of level.

Level 5

Balanced answer, with specified detailed support from the sources.

8-10

eg. The statement is true –

Source A propaganda figure of John Bull in Union Flag waistcoat.

Source B 'news of our brave boys confronting a massive German army'.

Source D 'Appalling Barbarities of the Germans'.

Source G 'Remember Scarborough'.

On the other hand –

Source C economic factors – unemployment, poverty.

Source E emotional blackmail 'Are you afraid to join-up my dear?'

Source F outraged by the attack on neutral Belgium.

If support from one source per side only do not reward at top of level.

Level 6

In addition to Level 5, addresses 'how far?'/evaluates sources based on specific reference to the sources used in their answer.

11-12

Grade Thresholds

**General Certificate of Secondary Education
History B (Modern World) 1937
June 2009 Examination Series**

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	54	45	36	31	26	20	15
12	75	57	49	42	36	30	24	18
13	75	53	45	38	33	28	23	18
14	75	51	44	37	31	25	19	13
02	50	34	31	28	25	22	18	15
03	50	43	38	34	26	18	11	4

Options (weighted marks)

Option A (depth study Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	162	145	128	111	93	75	57	39
Percentage in Grade		14.4	21.6	21.1	16.8	11.6	7.2	4.2	2.0
Cumulative Percentage in Grade		14.4	36.0	57.1	73.8	85.5	92.7	96.9	98.9

The total entry for the examination was 30,697.

Option B (depth study Russia)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	150	134	118	99	80	61	42
Percentage in Grade		17.9	25.3	18.0	13.2	10.4	8.2	4.0	2.0
Cumulative Percentage in Grade		17.9	43.2	61.2	74.4	84.8	93.0	97.0	99.0

The total entry for the examination was 3,262.

Option C (depth study The USA)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	160	144	128	113	95	77	60	43
Percentage in Grade		11.7	20.0	21.3	17.3	14.1	7.8	4.0	2.1
Cumulative Percentage in Grade		11.7	31.6	52.7	69.9	84.0	92.0	96.2	98.4

The total entry for the examination was 16,380.

Option D (depth study China)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	159	143	127	111	92	73	55	37
Percentage in Grade		18.3	24.5	17.5	19.4	14.2	3.6	1.1	0.8
Cumulative Percentage in Grade		18.3	42.8	60.3	79.7	93.9	97.5	98.6	99.4

The total entry for the examination was 360.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	13.8	21.3	20.9	16.8	12.4	7.5	4.1	2.1
Cumulative Percentage in Grade	13.8	35.1	56.0	72.7	85.1	92.6	96.7	98.8

The total entry for the examination was 50,699.

Statistics are correct at the time of publication.

General Certificate of Secondary Education (Short Course)
History B (Modern World) 1037
Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
01	60	41	34	28	24	20	16	12
02	25	23	20	18	14	10	7	4

Overall (weighted marks)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	100	83	73	62	51	43	35	27	19
Percentage in Grade		5.4	12.0	17.0	18.5	14.8	11.2	9.3	6.3
Cumulative Percentage in Grade		5.4	17.5	34.4	52.9	67.6	78.8	88.1	94.4

The total entry for the examination was 614.

Statistics are correct at the time of publication.

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